*Bryn Mawr College Curriculum Committee*

\*Submit completed form to Kirsten O’Beirne ([registrar@brynmawr.edu](mailto:registrar@brynmawr.edu)).

***Proposal to Fulfill Approaches to Inquiry Requirement***

***While many courses effectively integrate a variety of modes of inquiry, the Faculty agreed that a course meeting the distribution requirement should so emphasize engagement with one (or in exceptional circumstances a second) designated Approach to Inquiry (see reverse) that upon completion the student would be well position to articulate the nature of the Approach.***

Instructor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form Submission Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept. Chair Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Has Chair Approved Proposal? Yes No

***Attaching a syllabus or preliminary syllabus that includes student learning goals and course outcomes may be the easiest way to clarify how this course will help students articulate the way scholars in your discipline engage in this approach to inquiry***

Course Number and Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify the Approach to Inquiry (described on the reverse) requirement the course will fulfill.

SI (Scientific Investigations) \_\_\_ CI (Critical Interpretation) \_\_\_

CC (Cross‐Cultural Analysis) \_\_\_ IP (Investigation into the Past) \_\_\_ Which learning goals from the syllabus demonstrate how the course will satisfy the indicated Approach?

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***Approaches to Inquiry***

***1. Scientific Investigation (SI): understanding the natural world by testing hypotheses against observational evidence.***

***These are courses in which the student engages in the observational and analytical practices that aim at producing causal understandings of the natural world. They engage students in the process of making observations or measurements and evaluating their consistency with models, hypotheses or other accounts of the natural world. In most, but not all, cases this will involve participation in a laboratory experience and will go beyond describing the process of model testing or the knowledge that comes from scientific investigation.***

***2. Critical Interpretation (CI): critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close‐reading.***

***Engaging students in the practice of interpreting the meanings of texts, objects, artistic creations, or performances (whether one’s own or the work of others) through “close‐reading” of those works.***

***3. Cross‐Cultural Analysis (CC): analyzing the variety of societal systems and patterns of behavior across space.***

***These courses encourage the student’s engagement with communities and cultures removed from her own. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community within a "culture.” A central goal is to overcome the tendency to think that our own culture is the only one that matters.***

***4. Inquiry into the Past (IP): inquiring into the development and transformation of human experience over time.***

***These courses encourage the student to engage intellectually with peoples, communities, and polities existing in a different historical context. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community in the past. The aim is to have students view cultures, peoples, polities, events, and institutions on their own terms, rather than through the lens of the present.***